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ABSTRACT

The literature presents a variety of approaches for a principal to take when evaluating how well teachers are passing on to students the learning constructs indicated in the program via the teaching process. Chester McNerney suggests evaluation of teacher knowledge, personal attributes, and social skills and interactions. J. Minor Gwynn advises addressing the teacher's problem-solving and teaching processes in evaluation. Harold Spears has a detailed system measuring personal qualities and performance, teaching performance, and professional qualities. Kathryn V. Feyereisen, A. John Fiorino, and Arlene T. Nowak apply a systems approach to the teaching process. William H. Lucio and John D. McNeil describe the principal's evaluation of the teacher as a measure of outcomes compared to objectives. Marlene Klassen indicates the need for principals to generate trust and give full information concerning the evaluation. Richard J. Shavelson and Paula Stern speak to the importance of objective feedback for teachers, the need to develop a set of critical teaching decisions, linkages of classroom performance to teaching decisions, intervention strategies to improve teaching decisions, and linkages with research. An 8-item bibliography is provided. (DCS)

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Supervision and Evaluation
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Supervision and Evaluation

Supervision and evaluation can be discussed from the perspective of the person(s), process or institutional point of view. That is, the evaluator, the evaluatee, the systematic interaction, the organizational or educational setting and all possible combinations of these and other variables come into play in a discussion of evaluation. This mini paper purports to address evaluation from the perspective of the supervisor in an educational setting. Specifically, the principal in a school who has the task of evaluating teachers.

Evaluation is used in schools to determine salary increases, promotions and retentions (1,2,6,7,8). However, for this writer, the main purpose of evaluating teachers is to assess the teaching process in terms of the educational program (2, 9). The teaching process passes the learning constructs indicated in the program on to the learner or student. Evaluation measures in some hopefully systematic way, how well the teacher does that. McNerney (6) speaks to evaluation of: interest, initiative and resourcefulness in teaching; a cooperative, inquiring attitude; knowledge of instructional methods; report writing, record keeping and test construction; neatness, courtesy and promptness; physical plant maintenance and timing and pacing (6, pp.82-83). McNerney's (6) constructs involve teacher knowledge, personal attributes and social skills and interactions. Gwynn (2) feels the teacher's problem solving and teaching processes are addressed in evaluation. This certainly places the teacher's job on a higher plane than a cookbook approach to an analysis of teaching for the purpose of evaluation.

Spears (8) has a detailed system, developed and used in Cincinnati, by which he rates teachers. It consists of a Linkert-type rating scale coded on (1) satisfactory, (2) needs help, (3) unsatisfactory and (4) no opportunity to observe performance. Evaluation is done on all new teachers, those in the 7th, 11th, 15th, 19th and 23rd year of service, those who desire or are identified as needing help and those who begin a new assignment in a district. The scale covers forty-four qualities which can be classified as (1) personal qualities and performance; (2) teaching performance; and, (3) professional qualities. Personal qualities are broken down into staff relationships, community relationships and apperarance and manner. Teaching performance is divided into questions on teaching techniques, classroom environment and pupil growth. Professional qualities include the following eight traits:

> "... 37. Displays the refinement, character expected of the professional person.

38. Is proud of this profession and attempts to promote respect for it.

39. Accepts personal responsibility for compliance with rules and for attention to administative requests.

40. Does not abuse privileges.

41. Is continuously growing professionally through study, experimentation and participation in professional activities.

42. Is critical of, and constantly trying to improve, his own work.

43. Initiates or participates fully in activities designed to meet the needs of his particular school.

44. Possesses adequate subject matter." (8, pp.420-421)

Sears' book was published in 1953. His emphasis is decidedly different from the emphasis placed on teacher evaluation by Feyereisen, Fiorino and Nowak (1) who applied a systems approach to teaching and the teacher evaluation process twenty years later. For them, evaluation assumes that a closed or looped system in which the teacher would receive feedback and give it. Evaluation, for them, is a form of diagnosis of "... (1) instructional procedure and package and (2) the bisystem, subsystem and curriculum level" (1, p.305). Implicit in this model is the notion that the individual teacher can successfully act on the system, a notion which is quickly losing ground among educators at all levels. Within this context, the teacher is evaluated on ability to identify, diagnose and prescribe solutions or to make referrals when appropriate. The standard evaluation on content is there but there is little emphasis on "professional qualities" à la Sears. Evaluation is seen as an input-output relationship in which effectiveness is a measureable out come.

"Objectives", "systematic, integrated, continuously planned program" and " information-storage-and-retrieval system" are the buzzy words. The adaptation of systems management and its lingo from the business world to education documents the on-going concern for accountability in education.

Lucio and McNeil (5) describe the principal's evaluation of the teacher as a measure of outcomes compared to objectives. The teacher is appraised of performance through the feedback loop. The teacher's accountability for achieving learning objectives is defined and clearly stated, much like the model adapted from business and described by Sears (8).

Klassen (4) indicates that the supervisor's behavior is the role model, that people need full information, trust and correction, important constructs for principals to remember; particularly for purposes of evaluation. Teachers need to know the purpose and areas of evaluation, feedback system, record keeping and its consequences in an atmosphere of mutual trust.

Klassen (3) suggests that priorities and deadlines be set for supervisors. This writer suggests that priorities and deadlines be established for evaluation. Teachers ought to know the areas and time periods covered in the evaluation. Principals who generate trust will be respected. Their evaluations and positive growth efforts on the part of the teacher will result when principals' behaviors are consistent with trust.

Shavelson and Stern (7) speak to the importance of objective feedback for teachers who aren't able to validly and reliably evaluate their own performance without substantial training. Their research further addressed the need to develop a set of critical teaching decisions, linkages of classroom performance to teaching decisions, intervention strategies to improve teaching decisions and linkages with research.

It is clear that evaluation is a needed and desirable form of feedback that can promote positive growth in all teachers to better serve the child.

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